

READ 6100: Uses of Technology

Fall 2010

Dr. Melissa Comer

Office Phone: 865-481-2000, ext. 2363

Email: mcomer@tntech.edu

Office hours: Prearranged appointments

Prerequisite: Admission to Graduate School

Course Description: We will spend the semester examining technology and explore methods for applying various modes of 21st century tools in literacy instruction. Computer uses, specifically Web 2.0, in reading and language arts instruction will be addressed.

TTU Conceptual Framework:



Conceptual Framework Statement

The graduate of the teacher education program at TTU will be a competent, caring professional who can work effectively in a diverse, technological society. Candidates will demonstrate:

- an appropriate level of scholarship,
- effective communication,
- skills of reflection that promote self-evaluation and growth, respect for diversity, and
- skills of collaboration with other professionals, families, and community.

Recommended Text:

L. L. de Ramirez (2010) *Empower English Language Learners with Tools from the Web*

*Additional texts and references will be supplied directly to the students in the form of assigned journal articles, book excerpts, and web pages or articles as noted on the class wiki or through email.

Standards Addressed Through Course Material:

INTASC	NCTE/IRA	NETS-T
#1-4, 6-9	#3-8, 11	#1-5

Topics to be covered (a sampling):

- Rationale for technology integration
- Authentic & alternative methodologies
- Formal/informal technological assessment tools
- Strategies & programs incorporating technology
- Issues related to technology integration
- Online survey and polling
- Web 2.0 tools
- Technology integration in
 - Writing
 - Reading
 - Speaking
 - Listening
 - Assessment
 - Critical analysis

Course Objectives, Learning Outcomes, and Assessment Measures:

Objective 1: The candidate understands students are unique and learn literacy in different ways and plans instruction accordingly

Learning Outcomes: The candidate provides opportunities that support all areas of development by implementing instructional strategies that encourage critical thinking and problem solving through technology. He/she plans instruction based upon student assessment outcomes and knowledge of subject matter and curriculum goals within a technology framework.

Assessment Measures:

- Wiki
- Article critiques
- Web 2.0 analysis
- Technology strategies
- Evaluations of technology instruments

Objective 2: The candidate understands formal and informal technology related assessment strategies that support continuous intellectual and social development of learners.

Learning Outcomes: The candidate plans a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation through authentic 21st century assessment and instructional practices.

Assessment Measures:

- Technology strategies
- Website evaluation
- Podcast evaluation
- Video evaluation
- Webquest evaluation
- Online quiz development
- Survey analysis

Objective 3: The candidate understands and can design instructional techniques incorporating technology for students of diverse backgrounds.

Learning Outcomes: Candidates can create an online learning community which is inclusive and in which individual differences are respected.

Assessment Measures:

- Interest/Attitude reading survey
- Technology strategies
- Wiki
- Web 2.0 projects
- Lesson plan

Objective 4: The candidate understands technology integration and uses knowledge of effective media communication techniques to foster active inquiry, collaboration, and supportive interaction.

Learning Outcomes: Candidate will model effective communication strategies in conveying ideas and information and by being an active learner. He/she will support and expand student expression in speaking, writing and mechanical media by using a variety of technology, including Web 2.0.

Assessment Measures:

- Cyber-hunts
- Email
- Wiki

Objective 5: The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally.

Learning Outcomes: Candidate will monitor teaching strategies and behavior in relation to student assessment and success. He/she will use the information to modify and revise instruction accordingly. Candidate will seek professional literature, engage colleagues, participate in professional organizations, and use other resources to support his/her continuing professional development.

Assessment Measures:

- Discussion Groups
- Reflective blog

Objective 6: The candidate will use technology to foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Learning Outcomes: The candidate will participate in collegial activities designed to make the school a productive learning community that incorporates technology. The candidate will act as an advocate for students, advise them, recognize student problems, and seek additional help as needed and appropriate.

Assessment Measures:

- Discussion Groups
- Wiki
- Online poll

Course Requirements:

Active participation is a **MUST!** Discussion in an online community and within occasional small and large group settings is an important part of this class. Be prepared to engage! As part of class participation, you will be expected to do several activities that will arise from class discussions. Additionally, you will need to complete the following assignments:

1. Construct a mock Facebook page where you introduce yourself. Share information about your likes/dislikes; favorite music, books, movies, and more. Be prepared to discuss ideas for implementing a similar project with students. See a template for your page at <http://techtoolsforschools.blogspot.com/2010/01/facebook-project-template.html> and Dr. Comer's example on the course wiki.
2. Locate 10 online resources, 5 that reflect Web 2.0 tools and 5 that relate directly to technology and literacy integration. Critique each resource noting its strengths and weaknesses and post these in an online forum located at <http://www.wallwisher.com>. Write a short paper detailing your findings and complete a website evaluation (instrument found online at <http://school.discoveryeducation.com/schrockguide/pdf/evalteacher.pdf>) over one of the online resources.
3. Develop a wiki at <http://www.wikispaces.com/> as well as individual pages for the wiki. Focus the pages primarily on strategies, research and lesson planning. Create examples of literacy activities using, though not exclusively, various Web 2.0 tools.

4. Create and submit a lesson plan to ReadWriteThink at <http://www.readwritethink.org/>. Base the submission on one activity you created for your wiki. See author guidelines at <http://readwritethink.ncte.org/newauthors/write.aspx> for more details.
5. Adopt the motto, "reflective teacher-practitioners have an understanding of not only what they do, but why they do what they do." With this guiding principle, engage in perceptive practice via a blog format in an online journal (<https://penzu.com/p>). During the practice, you will be asked to reflect on your learning, thinking, and concerns about technology and literacy integration.
6. Develop a high degree of class professionalism. This includes on-time arrival and exemplary attendance for any face-to-face classes, diligent interaction with the class Wiki, punctual submission of assignments; completion of any participation assignments (see end of syllabus for a list) or activities, and positive educational dispositions.

Major Teaching Methods:

Instruction will be delivered through primarily through an online forum by employing diverse means (technology, cooperative groups, active research, etc.). Specifically, the following methods will be utilized:

- Discussion
- Workshop approach
- Research
- Wiki postings

All class members are expected to contribute his/her opinions and take part in all assignments, including those that stem from participation in a community of learners.

Grading Scale

Grading scale is on a 10 range. See below:

90-100	A
89-80	B
79-70	C
69-60	D
59-below	F

Evaluation Plan

Mock Facebook	10 points
Online Resources Critiques	25 points
Wiki	25 points
ReadWriteThink Lesson	25 points
Online Journal	10 points
Class Professionalism	<u>05 points</u>
Total Points Possible	100 points

Other Considerations:

Because we live in a world of change and nothing has been written in stone since the days Moses, expect some modifications to this syllabus based on the needs of the class. Please note any changes made. Where applicable, include sample copies of any technology strategies you create. Keep in mind, much of what you complete in this class should serve as future models for students.

Please note: detailed requirements for completion of the above assignments are available through separate assignment sheets.

University Plagiarism Policy:

Plagiarism, the use of another's writing as one's own, is prohibited. The TTU Student Handbook, p. 28, item 2, explains the penalties of such action.

Attendance Policy:

Students are expected to attend any face-to-face class that is scheduled unless satisfactory alternate arrangements are made with the instructor. Likewise, they are to maintain their personal Wiki routinely and be an active member of the class Wiki. Failure to do so will not only reflect negatively on your education dispositions but may also have a detrimental effect on your final grade. Additionally, students are expected to be punctual for any face-to-face class. Tardiness interrupts the flow of the class and often results in loss of focus. In the event a student must arrive to class late, he or she is to wait to enter the room until there is a pause in any discussion/presentation.

Copyright and Fair Use:

All projects created in this course should follow appropriate copyright and fair use guidelines. Additional information is available at:

<http://www.utsystem.edu/ogc/intellectualproperty/cprtindx.htm>

Please note: TTU personnel may display student work created during the scope of this course during accreditation, conference presentations, workshops, and/or future classes.

TTU Office of Disability Services:

Students with a disability requiring special accommodations should contact the Office of Disabilities (ODS). Accommodation Requests (AR) should be completed as soon as possible, preferably by the first week of the course. The ODS is located in the Rhoden University Center, Room 112; phone 372-6119.

Supplemental Readings:

Various articles accessed via the internet and others provided by instructor.

Class Professionalism (Participation) Activities:

- Locate two of the following and complete an evaluation of the technology related resource using rubrics developed by Kathy Schrock found online at <http://school.discoveryeducation.com/schrockguide/index.html>:
 - Podcast
 - Glogster
 - Website
 - Webquest